

Nebraska

Alternate English Language Arts Instructional Supports for NSCAS English Language Arts Extended Indicators Grade 6

for
Students with the Most Significant Cognitive Disabilities
who take the
Statewide English Language Arts Alternate Assessment



Table of Contents

Overview	5
Introduction	5
The Role of Extended Indicators	5
Students with the Most Significant Intellectual Disabilities	5
Alternate Assessment Determination Guidelines	5
Instructional Supports Overview	6
English Language Arts—Grade 6 Reading Informational Text	8
LA 6.RI.1 Reading Informational Text	8
LA 6.RI.1 Central Ideas and Details	8
English Language Arts—Grade 6 Reading Informational Text	10
LA 6.RI.2 Reading Informational Text	10
LA 6.RI.2 Central Ideas and Details	10
English Language Arts—Grade 6 Reading Informational Text	12
LA 6.RI.3 Reading Informational Text	12
LA 6.RI.3 Author’s Craft	12
English Language Arts—Grade 6 Reading Informational Text	14
LA 6.RI.4 Reading Informational Text	14
LA 6.RI.4 Author’s Craft	14
English Language Arts—Grade 6 Reading Informational Text	16
LA 6.RI.5 Reading Informational Text	16
LA 6.RI.5 Knowledge and Ideas	16
English Language Arts—Grade 6 Reading Informational Text	18
LA 6.RI.6 Reading Informational Text	18
LA 6.RI.6 Knowledge and Ideas	18
English Language Arts—Grade 6 Reading Informational Text	19
LA 6.RI.7 Reading Informational Text	19
LA 6.RI.7 Knowledge and Ideas	19
English Language Arts—Grade 6 Reading Prose and Poetry	21
LA 6.RP.1 Reading Prose and Poetry	21
LA 6.RP.1 Central Ideas and Details	21
English Language Arts—Grade 6 Reading Prose and Poetry	23
LA 6.RP.2 Reading Prose and Poetry	23
LA 6.RP.2 Central Ideas and Details	23
English Language Arts—Grade 6 Reading Prose and Poetry	25
LA 6.RP.3 Reading Prose and Poetry	25
LA 6.RP.3 Author’s Craft	25

English Language Arts—Grade 6 Reading Prose and Poetry	27
LA 6.RP.4 Reading Prose and Poetry	27
LA 6.RP.4 Author’s Craft	27
English Language Arts—Grade 6 Reading Prose and Poetry	29
LA 6.RP.5 Reading Prose and Poetry	29
LA 6.RP.5 Knowledge and Ideas	29
English Language Arts—Grade 6 Reading Prose and Poetry	31
LA 6.RP.6 Reading Prose and Poetry	31
LA 6.RP.6 Knowledge and Ideas	31
English Language Arts—Grade 6 Reading Prose and Poetry	34
LA 6.RP.7 Reading Prose and Poetry	34
LA 6.RP.7 Knowledge and Ideas	34
English Language Arts—Grade 6 Vocabulary	36
LA 6.V.1 Vocabulary	36
LA 6.V.1.a Acquisition and Use	36
English Language Arts—Grade 6 Vocabulary	38
LA 6.V.1 Vocabulary	38
LA 6.V.1.b Acquisition and Use	38
English Language Arts—Grade 6 Vocabulary	41
LA 6.V.2.a Vocabulary	41
LA 6.V.2.a Context and Connotation	41
English Language Arts—Grade 6 Vocabulary	43
LA 6.V.2 Vocabulary	43
LA 6.V.2.c Context and Connotation	43
English Language Arts—Grade 6 Writing	46
LA 6.W.1 Writing	46
LA 6.W.1.a Production of Writing	46
English Language Arts—Grade 6 Writing	48
LA 6.W.1.b Writing	48
LA 6.W.1.b Production of Writing	48
English Language Arts—Grade 6 Writing	50
LA 6.W.3 Writing	50
LA 6.W.3.d Modes of Writing	50
English Language Arts—Grade 6 Writing	52
LA 6.W.4 Writing	52
LA 6.W.4.b Modes of Writing	52

English Language Arts—Grade 6 Writing 54
 LA 6.W.4 Writing. 54
 LA 6.W.4.c Modes of Writing 54
English Language Arts—Grade 6 Writing 57
 LA 6.W.6 Writing. 57
 LA 6.W.6.b Modes of Writing 57

Overview

Introduction

English language arts (ELA) standards apply to all students, regardless of age, gender, cultural or ethnic background, disabilities, aspirations, or interest and motivation in ELA (NRC, 1996).

The ELA standards, extended indicators, and instructional supports in this document were developed in collaboration with Nebraska educators and the Nebraska Department of Education to facilitate and support ELA instruction for students with the most significant intellectual disabilities. They are directly aligned with Nebraska’s College and Career Ready Standards for ELA adopted by the Nebraska State Board of Education.

The instructional supports included here are sample tasks that are available to be used by educators in classrooms to help instruct students with significant intellectual disabilities.

The Role of Extended Indicators

For students with the most significant intellectual disabilities, achieving grade-level standards is not the same as meeting grade-level expectations, because the instructional program for these students addresses extended indicators.

It is important for teachers of students with the most significant intellectual disabilities to recognize that extended indicators are not meant to be viewed as sufficient skills or understandings. Extended indicators must be viewed only as access or entry points to the grade-level standards. The extended indicators in this document are not intended as the end goal but as a starting place for moving students forward to conventional reading and writing. Lists following “e.g.” in the extended indicators are provided only as possible examples.

Students with the Most Significant Intellectual Disabilities

In the United States, approximately 1% of school-aged children have an intellectual disability that is “characterized by significant impairments both in intellectual and adaptive functioning as expressed in conceptual, social, and practical adaptive domains” (U.S. Department of Education, 2002 and American Association of Intellectual and Developmental Disabilities, 2013). These students show evidence of cognitive functioning in the range of severe to profound and need extensive or pervasive support. Students need intensive instruction and/or supports to acquire, maintain, and generalize academic and life skills in order to actively participate in school, work, home, or community. In addition to significant intellectual disabilities, students may have accompanying communication, motor, sensory, or other impairments.

Alternate Assessment Determination Guidelines

The student taking a Statewide Alternate Assessment is characterized by significant impairments both in intellectual and adaptive functioning which is expressed in conceptual, social, and practical adaptive domains and that originates before age 18 (American Association of Intellectual and Developmental Disabilities, 2013). It is important to recognize the huge disparity of skills possessed by students taking an alternate assessment and to consider the uniqueness of each child.

Thus, the IEP team must consider all of the following guidelines when determining the appropriateness of a curriculum based on Extended Indicators and the use of the Statewide Alternate Assessment.

- The student requires extensive, pervasive, and frequent supports in order to acquire, maintain, and demonstrate performance of knowledge and skills.
- The student's cognitive functioning is significantly below age expectations and has an impact on the student's ability to function in multiple environments (school, home, and community).
- The student's demonstrated cognitive ability and adaptive functioning prevent completion of the general academic curriculum, even with appropriately designed and implemented modifications and accommodations.
- The student's curriculum and instruction is aligned to the Nebraska College and Career Ready ELA Standards with Extended Indicators.
- The student may have accompanying communication, motor, sensory, or other impairments.

The Nebraska Department of Education's technical assistance documents "***IEP Team Decision Making Guidelines—Statewide Assessment for Students with Disabilities***" and "***Alternate Assessment Criteria/Checklist***" provide additional information on selecting appropriate statewide assessments for students with disabilities. School Age Statewide Assessment Tests for Students with Disabilities—Nebraska Department of Education.

Instructional Supports Overview

The ELA instructional supports are scaffolded activities available for use by educators who are instructing students with significant intellectual disabilities. The instructional supports are aligned to the extended indicators in grades three through eight and in high school. Each instructional support includes the following components:

- Scaffolded activities for the extended indicator
- Prerequisite extended skills
- Key terms
- Additional resources or links

The scaffolded activities provide guidance and suggestions designed to support instruction with curricular materials that are already in use. They are not complete lesson plans. The examples and activities presented are ready to be used with students. However, teachers will need to supplement these activities with additional approved curricular materials. Each scaffolded activity begins with a learning goal, followed by instructional suggestions that are indicated with the inner level, circle bullets. Visual and concrete models are incorporated whenever possible throughout all activities to demonstrate concepts and provide models that students can use to support their own explanations or demonstrations.

The prerequisite extended skills are provided to highlight how prior learning is connected to new learning. In many cases, prerequisites span multiple grade levels and are a useful resource if further scaffolding is needed.

Key terms may be selected and used by educators to guide vocabulary instruction based on what is appropriate for each individual student. The list of key terms is a suggestion and is not intended to be an all-inclusive list.

Additional links from web-based resources are provided to further support student learning. The resources were selected from organizations that are research based and do not require fees or registrations. The resources are aligned to the extended indicators, but they are written at achievement levels designed for general education students. The activities presented will need to be adapted for use with students with significant intellectual disabilities.

English Language Arts—Grade 6

Reading Informational Text

LA 6.RI.1 Reading Informational Text

LA 6.RI.1 Central Ideas and Details

Determine the implied or explicit central idea of an informational text and how it develops over the course of a text.

Extended: Identify the explicit central idea and/or a detail that supports that central idea in an informational text.

Scaffolding Activities for the Extended Indicator

☐ Identify the explicit central idea and/or a detail that supports it.

- Using a short informational text with an explicitly stated central idea, explain that a *central idea* is “the most important point of the text that an author wants the reader to know.” Explain to the students that to find the central idea, they first need to find repeated words in the text that will help the reader identify what the text is about. Read the text to the students and think aloud as you underline the repeated words. For this example, the repeated words are *George Norris*.

George Norris is an important political figure in Nebraska. George Norris did many things for people living in Nebraska and the United States. George Norris worked hard to make sure people living in the country had electricity in their homes. There is a street in McCook, Nebraska, named after him. In 1961, a stamp was created with George Norris’ picture on it. There is even a special day in January that honors him.

- Next, ask the students what they think the author is trying to share about the central idea of the text. Remind them that the central idea is the most important point the author is trying to make about the topic. Think aloud as you underline the sentence that states the central idea. For this example, the central idea is “George Norris is an important political figure in Nebraska.”
- Ask the students to identify the central idea of the text.
- Next, explain to the students that supporting facts are details in the text that support the central idea. Tell them that supporting facts can be found in the remaining sentences of the text. Repeat the central idea and think aloud as you underline a sentence that supports it. For this example, a supporting detail could be “George Norris did many things for people living in Nebraska and the United States.”
- Ask the students to identify another supporting detail from the text.

LA 6.RI.1 Reading Informational Text

Prerequisite Extended Skills

Distinguish important points.

Generate questions based on text that has been read independently or read to them.

Key Terms

central idea, explicit, identify, informational text, supporting detail

Additional Resources or Links

Link to open-source, accessible texts for students with disabilities:

<https://tarheelreader.org/>

Nonfiction pyramid graphic organizer:

<https://www.readwritethink.org/classroom-resources/printouts/nonfiction-pyramid>

English Language Arts—Grade 6

Reading Informational Text

LA 6.RI.2 Reading Informational Text

LA 6.RI.2 Central Ideas and Details

Explain how a key individual, event, or idea or concept is introduced and developed, drawing on specific supporting details in an informational text.

Extended: Identify a detail that introduces a key individual or develops a key idea or event in an informational text.

Scaffolding Activities for the Extended Indicator

☐ **Identify a detail that introduces an individual or develops a key idea or event.**

- Review the concepts of key details and main idea in a text. Explain to the students that *key details* are “words or phrases that an author uses to give the reader more information about the main idea of a text.” Using a T-chart or other familiar [graphic organizer](#), provide the students with examples of key details in various texts.

Winter

In winter, it is cold outside. Sometimes it snows in winter. When it snows, people have to wear warm clothes and jackets. People have to wear hats, mittens, and even boots to keep warm.

Main Idea or Event	Key Details
It is cold in winter.	It snows. People have to wear warm clothes like jackets, hats, mittens, and boots.

- Read the students an [informational text](#) about the *Titanic*. Prior to reading the text, explain that the *Titanic* was a ship from long ago. Tell the students to look for clues, or key details, that will help them learn what happened to the ship.

LA 6.RI.2 Reading Informational Text

- After reading, discuss the text with the students. Ask the students to identify what happened to the *Titanic*. Use the pictures in the text to assist with the discussion if necessary. When the students are able to correctly answer the question—the *Titanic* sank—ask them to identify key details from the text that provide clues to the sinking of the ship. Add the students' ideas to a T-chart or other familiar [graphic organizer](#).

Main Idea or Event	Key Details
The <i>Titanic</i> A big ship sunk.	It hit an iceberg. It was damaged. It split open in two.

Prerequisite Extended Skills

- Recognize important information in a text.
- Recognize information in a model or other visual.
- Understand the meaning of “main idea.”
- Understand important events in a text.

Key Terms

detail, develop, identify, informational text, introduce, key event, key idea, key individual

Additional Resources or Links

The *Titanic* accessible reading text:
<https://tarheelreader.org/2009/07/20/the-titanic/>

Resource for graphic organizers:
<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

English Language Arts—Grade 6

Reading Informational Text

LA 6.RI.3 Reading Informational Text

LA 6.RI.3 Author's Craft

Explain how an author establishes and conveys a perspective or purpose in an informational text.

Extended: Identify an author's purpose in an informational text.

Scaffolding Activities for the Extended Indicator

❑ Identify an author's purpose in an informational text.

- Give the students a newspaper or magazine article about a current event. Explain to the students that their job is to decide what the author's purpose, or reason, was for writing the article. Define the word *purpose* by writing it on the board or in another place that is easy for the students to see and manipulate.

Purpose = Why did the author write the article?

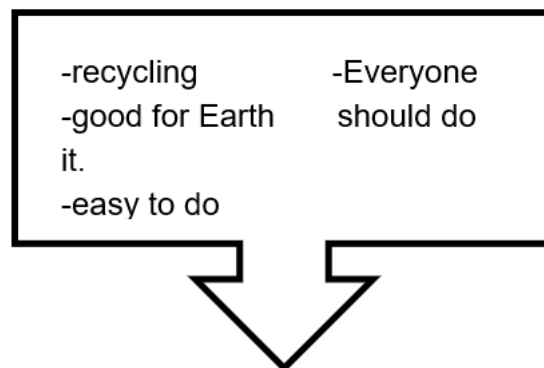
*To **entertain**? The author wants the reader to enjoy the article.*

*To **explain**? The author wants the reader to learn about something.*

*To **persuade**? The author wants the reader to agree with an opinion.*

- Read the article to the students. Ask the students to find the main or central idea of the article. Remind the students that the main or central idea of a text is what that text is mostly about. On a separate piece of paper, write the students' ideas, and use a funnel chart or another familiar [graphic organizer](#) to help create one class statement about what the main or central idea of the article is. Encourage the students to create a sentence out of the words in the funnel chart.

What is the main idea of the article?



LA 6.RI.3 Reading Informational Text

- Reread the article with the students. Using the visuals the class created, read the definition of *purpose* and the questions underneath. Ask the students what the author's purpose for writing the article was. Use guiding questions and model finding information in the text that helps the reader identify the author's purpose.
- If the students are having trouble finding the correct answer, return to the original definition of *purpose*. Explain that an article that is entertaining might use a lot of feeling words and emotions. An article that is explaining something might sound as if a teacher is telling students something or teaching the class. And a persuasive article is one where the author gives their opinion about something and wants the reader to agree with the opinion. Reread the article to the students and model finding keywords that can help identify the author's purpose. Highlight or circle the keywords, and ask the students to identify the author's purpose for writing the article.

Entertain	Explain	Persuade
feeling words emotions	teach learn new words or ideas	opinion "I <u>think</u> "

Prerequisite Extended Skills

- Recognize an opinion.
- Recognize multiple thoughts on similar topics.
- Understand the concept of main or central idea in a text.
- Understand how to find key details in a text.

Key Terms

author's purpose, identify, informational text

Additional Resources or Links

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

Lesson plans for teaching author's purpose:

<https://literacyideas.com/authors-purpose/>

Resource for open-source, accessible texts for students with disabilities:

<https://tarheelreader.org/>

English Language Arts—Grade 6

Reading Informational Text

LA 6.RI.4 Reading Informational Text

LA 6.RI.4 Author's Craft

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Extended: Identify how a particular phrase or sentence contributes to the structure and/or development of ideas in an informational text.

Scaffolding Activities for the Extended Indicator

- ❑ **Identify how a particular phrase or sentence contributes to the structure and/or development of ideas in an informational text.**
 - Give the students an informational text with step-by-step instructions in it, such as a recipe. Read the text to the students and discuss what the text is about.

Making Scrambled Eggs

Before you start, you need these ingredients: eggs, milk, butter, and cheese.

You also will need these cooking tools: a bowl, a pan, a spatula, a whisk, a plate, and a fork.

First, you need to get everything ready. Crack the eggs into the bowl, add some milk, and stir it all together with the whisk. Ask an adult to melt the butter in the pan. Then, pour the mixture into the pan, and add some cheese. Let the eggs cook for about five minutes. Stir the eggs in the pan. Once they are done, put the scrambled eggs on a plate and enjoy!

- Create sentence strips or picture cards with one step of the recipe on each one. Give the students the sentence strips or picture cards, and ask the students to put them in the correct order. For additional scaffolding, read the sentence strips to the students, and have them match the picture cards with the sentence strips.

LA 6.RI.4 Reading Informational Text

- After the steps of the recipe have been put in the correct order, reread the recipe to the students. Ask the students to identify phrases or sentences in the recipe that clued them in to the order.

Making Scrambled Eggs

Before you start, you need these ingredients: eggs, milk, butter, and cheese.

You also will need these cooking tools: a bowl, a pan, a spatula, a whisk, a plate, and a fork.

First, you need to get everything ready. Crack the eggs into the bowl, add some milk, and stir it all together with the whisk. Ask an adult to melt the butter in the pan. Then, pour the mixture into the pan, and add some cheese. Let the eggs cook for about five minutes. Stir the eggs in the pan. Once they are done, put the scrambled eggs on a plate and enjoy!

Prerequisite Extended Skills

Understand how to sequence ideas or events.

Understand how to find keywords and phrases in a text.

Key Terms

idea development, identify, informational text, order, phrase, sentence, structure

Additional Resources or Links

Information on using the Text Structure Strategy (TSS) in the classroom:

<https://www.readingrockets.org/article/implementing-text-structure-strategy>

English Language Arts—Grade 6

Reading Informational Text

LA 6.RI.5 Reading Informational Text

LA 6.RI.5 Knowledge and Ideas

Compare and contrast one author's presentation of information with that of another.

Extended: Compare how the same topic is presented in two different informational texts.

Scaffolding Activities for the Extended Indicator

❑ Compare how the same topic is presented in two different informational texts.

- Give the students two informational texts on the same topic. Prior to reading the texts, tell the students what the topic is, and have a short discussion about it. After the discussion, read each text one at a time, summarizing each text after it is read.

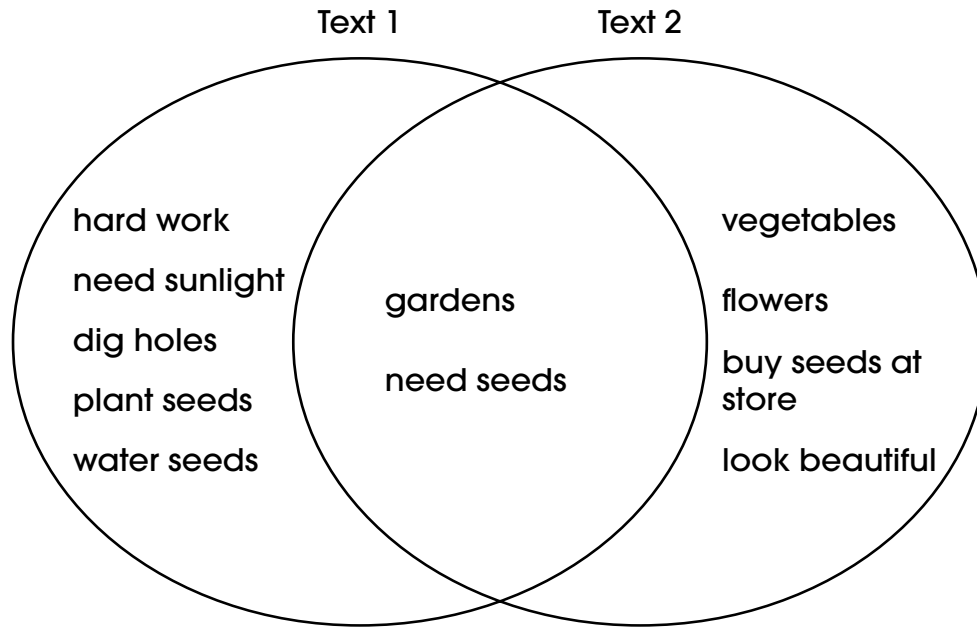
Having a garden can be hard work. First, you have to pick a spot with a lot of sunlight. Then, you have to dig holes in the garden and plant seeds. Next, you have to cover the seeds with dirt and then water them. You have to remember to water the seeds every day. If you do that, your plants will grow.

Many people have gardens in their yards. Some people plant vegetables, while others plant flowers. Vegetable and flower seeds can be bought at many different stores. Gardens can look beautiful once the vegetables and flowers begin to grow.

- Next, remind the students what the topic of the two texts is. In this example, the topic is gardens. Show the students a Venn diagram or another familiar graphic organizer, and ask the students to add information from the two texts to the appropriate sections in the Venn diagram. You may choose to use premade sentence strips the students can choose from or have the students add their own thoughts to the graphic organizer.

LA 6.RI.5 Reading Informational Text

- Using the Venn diagram, compare the two texts. Point to the information on both sides of the diagram, and move any information that is the same to the overlapping middle section. Discuss any similarities and differences between the two texts. Frequently remind the students that both texts are about the same topic, gardening, but they each give different information about gardening.



Prerequisite Extended Skills

- Understand the meaning of a text.
- Recognize details in a text.
- Understand how to compare two ideas.

Key Terms

compare, informational text, present, topic

Additional Resources or Links

Compare and contrast chart:

<https://www.readwritethink.org/classroom-resources/printouts/compare-contrast>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

English Language Arts—Grade 6

Reading Informational Text

LA 6.RI.6 Reading Informational Text

LA 6.RI.6 Knowledge and Ideas

Analyze the development of an argument and identify the type(s) of reasoning used to support the argument.

Extended: Answer literal and inferential questions about an informational text.

Scaffolding Activities for the Extended Indicator

☐ Answer literal and inferential questions about an informational text.

- Read an informational text to the students. Summarize the text for the students, and answer any questions they may have about the text.
- Ask the students literal questions about the text. Encourage the students to look in the text for the answers. If necessary, give the students two answer choices and ask them to choose the correct one.
- Next, ask the students an inferential question about the text. Tell them that the answers to some questions might not be found in the text, but there may be clues to finding the answers. Model finding clues to help answer the question by underlining or highlighting key information. If necessary, give the students two answer choices and ask them to choose the correct one.
- Then, ask the students a series of questions, beginning with a literal question. This series of questions should build on one another. For example, the first question may be “What is this story about?” followed by “Where does the character go in the story?” and finally “How do you think the character feels about the events in the story?” Encourage the students to look for relevant information within the text. Pictures also may be used if necessary for full comprehension.

Prerequisite Extended Skills

Understand how to answer questions.

Recognize how to find important information in a text.

Key Terms

answer, inferential question, informational text, literal question

Additional Resources or Links

Lesson plan about using details to ask and answer questions:
<https://tiescenter.org/topics/inclusive-instruction/ibi/rl-4-1>

English Language Arts—Grade 6

Reading Informational Text

LA 6.RI.7 Reading Informational Text

LA 6.RI.7 Knowledge and Ideas

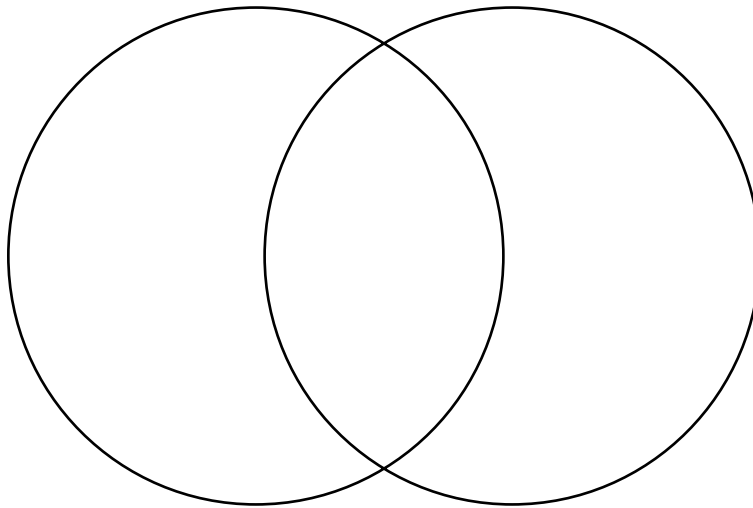
Compare and contrast regional, national, and/or multicultural perspectives within and across informational texts.

Extended: Compare multicultural perspectives in an informational text(s).

Scaffolding Activities for the Extended Indicator

☐ Compare multicultural perspectives in an informational text(s).

- Choose a topic that can be written about from more than one cultural perspective, such as special foods eaten during celebrations. Locate an informational text about the topic, and read the text to the students.
- Summarize the text for the students. Discuss what the text is about, and write any ideas the students have about the text on the board.
- Give the students a Venn diagram or another [graphic organizer](#). Review for the students how to use the graphic organizer. Give the students note cards or sentence strips with information from the text on each one. Ask the students to put each note card or sentence strip in the correct spot on the graphic organizer.



- Read the graphic organizer to the students. Ask the students guided questions about the text and the information on the graphic organizer.

Prerequisite Extended Skills

Understand how to answer questions.

Understand how to find important information in a text.

Understand how to compare information.

Key Terms

compare, informational text, multicultural perspective

Additional Resources or Links

Article about teaching compare and contrast to upper elementary students:

<https://teachingwithamountainview.com/teaching-children-to-compare-contrast/>

List of multicultural books for children:

<https://www.pragmaticmom.com/booklists/multicultural-books-for-children/>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

English Language Arts—Grade 6

Reading Prose and Poetry

LA 6.RP.1 Reading Prose and Poetry

LA 6.RP.1 Central Ideas and Details

Determine the implied or explicit theme of a literary text and how it develops over the course of a text.

Extended: Identify the explicit main idea or theme and/or a detail that supports that main idea or theme in a literary text.

Scaffolding Activities for the Extended Indicator

❑ **Identify the main idea or theme and/or a detail that supports it.**

- Use a poem or short literary text with at least one explicitly stated main idea and familiar items that correspond with the main idea. For example, give the students a story about cooking, and show the students various cooking utensils that are mentioned in the story. Model locating the main idea in the text and highlighting, underlining, circling, or otherwise identifying the main idea. Then, show the students the items that you chose and explain how they can be used to support the main idea in the text.
- Ask the students to listen to you as you read the poem, [Ode to My Shoes](#). Tell the students to listen for the main idea of the poem. After reading the poem, ask the students to identify what the main idea is. In this case, the main idea could be shoes, my shoes, shoes that are sleeping, etc.
- Read the poem aloud again. Remind the students what the main idea of the poem is. Show the students a copy of the poem and ask them to choose keywords or details in the poem that support the main idea that the class chose. Underline or otherwise emphasize the keywords and details that the students choose.

Ode to My Shoes
By Francisco X. Alarcon

my shoes
rest
all night
under my bed

tired
they stretch
and loosen
their laces

wide open
they fall asleep
and dream
of walking

*they revisit
the places
they went to
during the day*

*and wake up
cheerful
relaxed
so soft*

Prerequisite Extended Skills

Recognize various forms of text (e.g., poems, stories).

Understand the concept of the main idea or theme of a story.

Understand how to find details in a story.

Key Terms

detail, explicit, identify, literary text, main idea, theme

Additional Resources or Links

Poem, “Ode to My Shoes,” by Francisco X. Alarcon:

<https://www.teachingexpertise.com/classroom-ideas/6th-grade-poems/>

Main idea, theme, and details lesson plan:

https://wiki.ncscpartners.org/index.php/Main_Idea,_Theme,_and_Details

English Language Arts—Grade 6

Reading Prose and Poetry

LA 6.RP.2 Reading Prose and Poetry

LA 6.RP.2 Central Ideas and Details

Explain how a plot unfolds as well as how the characters respond to events or changes as the plot moves toward a resolution.

Extended: Identify how a character(s) changes from the beginning to the end of a literary text.

Scaffolding Activities for the Extended Indicator

- ❑ **Identify how a character(s) changes from the beginning to the end of a text.**
 - Choose a literary text with at least one main character in it. The text should have an identifiable beginning, middle, and ending where the main character(s) experience some type of change. For example, the main character could change an opinion or feeling about something from the beginning to the end of the story.
 - Read the text to the students. Give the students a short summary of the text, and encourage them to add any information to the summary that they feel is important. Write the summary on the board or another place in the classroom that the students can easily see and manipulate.
 - After creating a summary of the text, ask the students to identify the main characters in the text. If there is only one main character, this step does not need to be done. Highlight, circle, or underline the main character(s) in the text.

Tarzan

There was a man named Tarzan who lived in the jungle. Tarzan came to the jungle when he was a baby and grew up with the animals in the jungle. He had never seen people before. One day, some people came to the jungle. At first, Tarzan was scared of the people. But then, Tarzan met the people and became friends with them. They had adventures together. Tarzan wasn't scared of the people anymore.

Summary

This story is about a man named Tarzan. He lives in the jungle. He lives with animals. Tarzan meets some people and becomes friends with them.

LA 6.RP.2 Reading Prose and Poetry

- Ask the students to describe the main character and what happens to the main character or what the main character experiences in the story, using both the summary and the text. Create a T-chart or another familiar [graphic organizer](#), and label the columns “Beginning” and “End.” Using the students’ ideas or premade sentence strips, add the information to the T-chart.

Beginning	End
Tarzan lived in the jungle.	Tarzan met people.
Tarzan didn’t know people.	Tarzan liked people.
Tarzan was scared of people.	

- Read the T-chart with the students. Reread the initial text and summary if needed. Ask the students guiding questions about how the main character changes from the beginning to the end of the story. You also could ask the students to create a timeline from the T-chart that shows events that happen to the main character(s) and then answer questions about how the main character changes throughout the story.

Prerequisite Extended Skills

Understand how to identify the beginning and end of the events in a text.

Understand how to recognize characters and key events in a text.

Key Terms

beginning, change, character, end, identify, literary text

Additional Resources or Links

Resource for a T-chart graphic organizer:

<https://www.storyboardthat.com/articles/e/t-charts>

Character change worksheets:

<https://www.99worksheets.com/reading-writing-2nd-grade/character-changes>

English Language Arts—Grade 6

Reading Prose and Poetry

LA 6.RP.3 Reading Prose and Poetry

LA 6.RP.3 Author's Craft

Explain how an author establishes and conveys the point(s) of view of a narrator or speaker in a literary text.

Extended: Identify the point of view from which a text is written (i.e., character in the story, narrator outside the story), using key detail(s) from the text.

Scaffolding Activities for the Extended Indicator

☐ **Identify the point of view from which a text is written, using key detail(s) from the text.**

- Ask the students to tell the class about a certain experience they have had. This can be an experience they choose or you may choose one for them. Encourage the students to begin their sentences with first-person words like *I*, *we*, and *us*.
- After each student tells their story, summarize the story in your own words. Use narrator words such as *he*, *she*, *they*, and *them* in the summary.
- After both versions of a story are told, ask the students to identify what the difference is between the two versions. Explain to the students that the first version of the story was told in first-person language and the second version of the story was told in narrator, or third-person, language.
- Read a [literary text](#) to the students. For this example, an adapted version of *Little Women* by Louisa May Alcott is used. Ask the students to look for keywords that can help them decide the point of view from which the text is written. Assist the students with identifying the keywords by highlighting or underlining the words for the students.

This story is about four sisters who lived a long time ago. Their names are Meg, Jo, Beth, and Amy. Their last name is March. They live with their mom in a large old house. They call their mom Marmee. Their dad is not home now. There is a war going on in the country and he is away helping. They have a housekeeper named Hannah. She has worked for the family for a long time. She helps them.

- After the text has been read and the keywords have been located, ask the students to identify the point of view from which the text has been written. In this example, the point of view is the narrator's, or third-person. Review the list of keywords that the students identified if there is disagreement among the students.

Prerequisite Extended Skills

Recognize pronouns.

Recognize the term *point of view*.

Understand how to tell a personal narrative.

Understand how to summarize a text.

Key Terms

character, identify, key detail, literary text, narrator, point of view

Additional Resources or Links

Reference for teaching point of view:

<https://literacyideas.com/point-of-view/>

Adapted version of *Little Women* by Louisa M. Alcott:

<https://tarheelreader.org/2020/09/25/little-women-by-louisa-may-alcott-chpts-1-5/>

English Language Arts—Grade 6

Reading Prose and Poetry

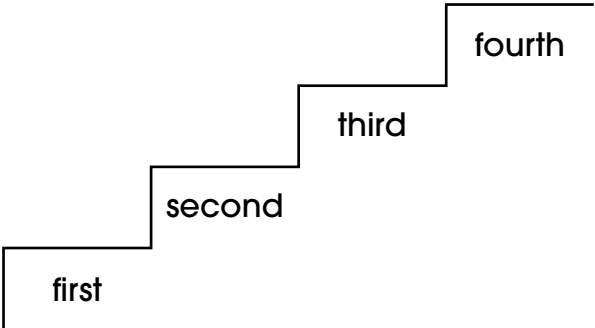
LA 6.RP.4 Reading Prose and Poetry

LA 6.RP.4 Author's Craft

Analyze how a sequence of chapters, scenes, or stanzas contribute to the development of literary elements (e.g., theme, setting, or plot).

Extended: Identify a change in a literary element (e.g., character, plot, setting) from the beginning to the end of a literary text.

Scaffolding Activities for the Extended Indicator

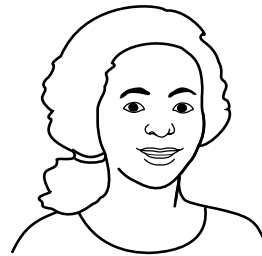
- ☐ **Identify a change in a literary element from the beginning to the end of a literary text.**
- Read a literary text to the students. The text should include a clear change in a literary element from the beginning to the end of the story.
 - Prior to reading the text, locate or create pictures that show changes in a literary element in the text. After reading the text, give the students the pictures and a sequence graphic organizer or another familiar graphic organizer. Tell the students to put the pictures on the graphic organizer in the order in which they occur in the story.
- 
- After placing the pictures on the graphic organizer, ask the students guiding questions about the change or changes in the text. For example, ask the students how a character feels or acts at the beginning of the text compared to how the character feels or acts at the end of the text. If the setting changes in the story, ask the students what the setting is at the beginning of the story and what the setting is at the end. Give the students two answer choices for each question or set of questions.

LA 6.RP.4 Reading Prose and Poetry

How does the main character feel in the beginning of the text? How does she feel at the end of the text?



worried



happy

Prerequisite Extended Skills

Recognize important literary elements of a text.

Understand sequences and changes in a text.

Key Terms

beginning, change, character, end, literary element, literary text, plot, setting

Additional Resources or Links

Sequencing graphic organizer:

<http://www.readingeducator.com/strategies/graph.htm>

English Language Arts—Grade 6

Reading Prose and Poetry

LA 6.RP.5 Reading Prose and Poetry

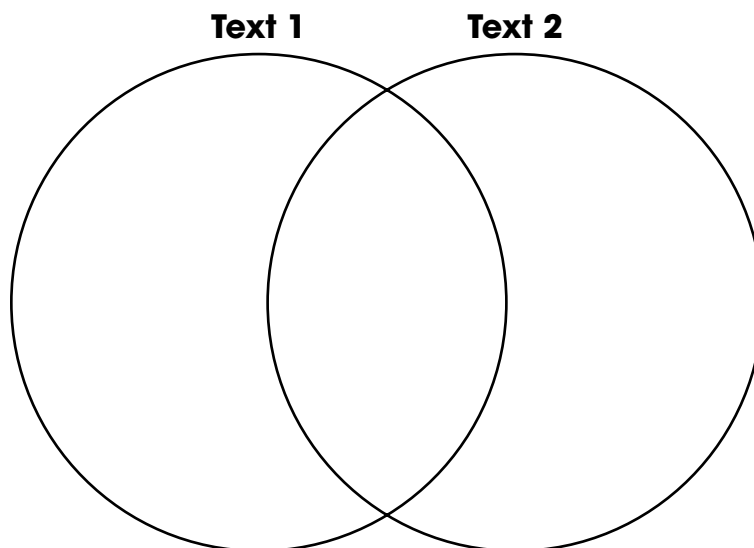
LA 6.RP.5 Knowledge and Ideas

Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels, fantasy stories) and their treatment of similar themes and topics.

Extended: Compare how the same topic is presented in two different literary genres.

Scaffolding Activities for the Extended Indicator

- ❑ **Compare how the same topic is presented in two different literary genres.**
- Choose two texts that have the same topic but are presented in different genres, such as a story and a poem, or a graphic novel and a play. Read both texts to the students.
 - Go through each text and circle or underline keywords or phrases that are similar in the texts. For example, if both texts discuss a season, any keywords or phrases about a season should be circled or underlined.
 - Read the keywords and phrases from both texts, and ask the students to identify what the topic is. Guide the students toward the correct answer if necessary. Write the topic on the board.
 - Using a Venn diagram or another familiar [graphic organizer](#), add information that is similar and different between the two texts. Read the information on the Venn diagram, and discuss how the two texts are the same and different. Explain to the students that there are many ways to present the same topic by using different genres.



LA 6.RP.5 Reading Prose and Poetry

- If appropriate for the students, you also can compare the different genres by looking at the structure of each text. For example, if you are using a story and poem, once the topic of both texts is found, ask the students to compare how the information is presented. The poem may rhyme, while the story does not. Or, the story may be split into chapters, while the poem has much shorter sections (stanzas). In this case, vocabulary specific to each genre may be introduced to the students. Identify the parts of each genre for the students, using the vocabulary, and then ask the students to determine what genre each text is in.

genre-specific vocabulary:

poem-verse, rhythm, meter, stanza

narrative-characters, setting, plot, point of view, theme

drama/play-scene, cast of characters, setting, dialogue, stage directions

Prerequisite Extended Skills

Recognize a variety of texts.

Understand how to compare and contrast two ideas.

Key Terms

cast of characters, characters, compare, dialogue, literary genre, meter, plot, point of view, rhythm, scene, setting, stage directions, stanza, theme, topic, verse

Additional Resources or Links

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

Teaching students about text structure:

https://wiki.ncscpartners.org/index.php/Text_Structure_Content_Module

English Language Arts—Grade 6

Reading Prose and Poetry

LA 6.RP.6 Reading Prose and Poetry

LA 6.RP.6 Knowledge and Ideas

Analyze a literary text to answer and develop inferential and evaluative questions to enhance the comprehension of self and others, quoting or paraphrasing specific evidence from the text.

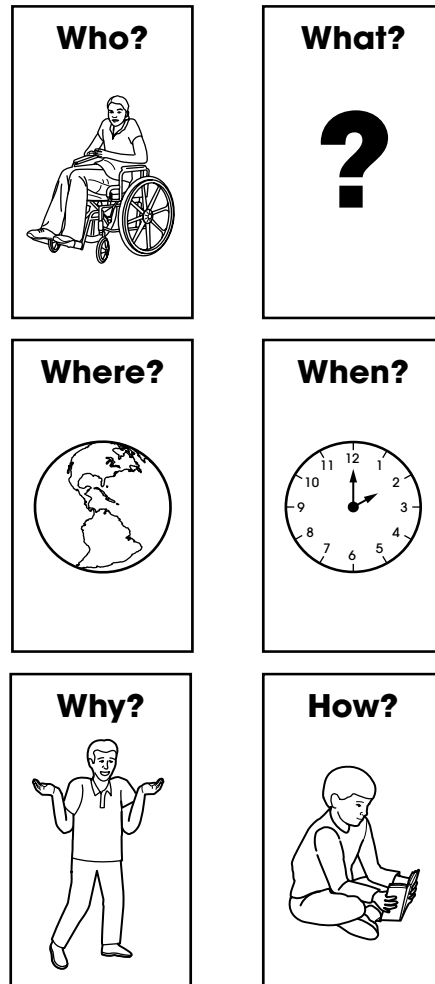
Extended: Answer literal and inferential questions about a literary text.

Scaffolding Activities for the Extended Indicator

- ❑ **Answer literal and inferential questions about a literary text.**
 - Give the students a literary text. Explain that after reading the text, they will need to answer questions on what the text is about.
 - Read the text to the students, using pictures or symbol support as needed. Summarize the text for the students after reading it.

LA 6.RP.6 Reading Prose and Poetry

- Remind the students about the six question words (*who*, *what*, *where*, *when*, *why*, and *how*), and show them a visual of each question word.



- Give the students premade sentence strips that each contain a literal or inferential question. For additional scaffolding, give the students the sentence strips with the literal questions on them before moving on to the inferential questions. Model answering a question by choosing your own sentence strip, reading the question, and then answering the question.
- Next, read each sentence strip to the students. After reading each question, ask an individual student to answer the question first, and then open up the question to the rest of the class. This will give all the students extra practice as well as provide additional modeling for each individual student.

Prerequisite Extended Skills

Understand the six question words (*who*, *what*, *where*, *when*, *why*, and *how*).

Understand how to answer a question.

Understand details from a text.

Key Terms

answer, inferential question, literal question, literary text

Additional Resources or Links

Activities and games for teaching question words:

<https://teflhandbook.com/efl-esl-lesson-plans/a2-upper/question-words/>

Question words chart:

<https://thisreadingmama.com/free-question-words-chart/>

Link to accessible texts for students with cognitive disabilities:

<https://tarheelreader.org/>

English Language Arts—Grade 6

Reading Prose and Poetry

LA 6.RP.7 Reading Prose and Poetry

LA 6.RP.7 Knowledge and Ideas

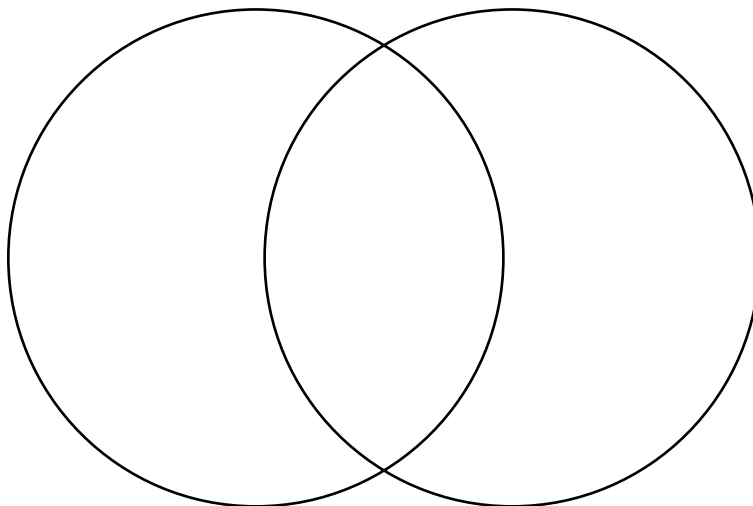
Compare and contrast regional, national, and/or multicultural perspectives within and across literary texts.

Extended: Compare multicultural perspectives in a literary text(s).

Scaffolding Activities for the Extended Indicator

☐ Compare multicultural perspectives in a literary text(s).

- Read a multicultural text with multiple perspectives in it. After reading the text, ask the students to identify the characters in the text.
- Once the characters are identified, tell the students what the main idea or key event is in the story. Discuss the main idea or key event with the students.
- Write the main idea of the text or key event in the text on the board. Reread the text, and circle the characters' names in the text, each in a different color. Go through each character, and discuss with the students how each character feels about the main idea or key event in the text. Write the characters' names and their perspective on the board.
- Next, read each characters' name and their perspective. Discuss with the students any similarities or differences between the perspectives of the characters. Use a Venn diagram to compare the perspectives found in the text.



LA 6.RP.7 Reading Prose and Poetry

Prerequisite Extended Skills

Understand ideas and details in literary text.

Understand the idea of similarities and differences.

Recognize how to compare and contrast two things or ideas.

Key Terms

compare, literary text, multicultural, perspective

Additional Resources or Links

Link to open-source, accessible texts for students with disabilities:

<https://tarheelreader.org/find>

List of multicultural books for elementary students:

<https://www.scholastic.com/parents/books-and-reading/book-lists-and-recommendations/life-experiences-values/multicultural-books-kids-ages-6-10.html>

List of multicultural books for children:

<https://www.pragmaticmom.com/booklists/multicultural-books-for-children/>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

English Language Arts—Grade 6

Vocabulary

LA 6.V.1 Vocabulary

LA 6.V.1.a Acquisition and Use

Use context clues (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) to determine the meanings of words and phrases.

Extended: Use context clues (e.g., definitions, examples, restatements, comparisons in text, the overall meaning of a sentence, a word's position in a sentence) to determine the meanings of words and phrases.





Scaffolding Activities for the Extended Indicator

☐ Use context clues to determine the meanings of words and phrases.

- Give the students a sentence strip that contains a sentence using a new vocabulary word. Emphasize the vocabulary word by highlighting, underlining, or circling the word. Tell the students they are going to find the definition of the word (or what it means) by using the rest of the words in the sentence.

Since Jane wanted an elaborate wedding, she ordered the freshest flowers and wore a fancy gown.

- Discuss the meaning of *elaborate* with the students. Explain that *elaborate* means “having a lot of details or decorations.”
- Show the students some pictures of similar things that could be considered elaborate or not elaborate. Ask the students to compare the pictures using a T-chart [graphic organizer](#).

Elaborate	Not Elaborate
	
	

- Ask the students to identify words in the sentence or point to pictures that help to find the meaning of the word *elaborate*.

LA 6.V.1 Vocabulary

Prerequisite Extended Skills

Recognize how to compare two or more ideas.

Understand how to determine the meanings of words or phrases.

Key Terms

comparison in text, context clues, definition, determine, example, meaning of a sentence, phrase meaning, restatement, word meaning, word position

Additional Resources or Links

Example of a T-chart to compare and contrast vocabulary words:

<https://www.readwritethink.org/classroom-resources/printouts/chart>

English Language Arts—Grade 6

Vocabulary

LA 6.V.1 Vocabulary

LA 6.V.1.b Acquisition and Use

Use commonly occurring Greek and Latin affixes and roots to determine the meanings of words (e.g., audience, audible).

Extended: Use commonly occurring affixes and roots to determine the meaning of words.

Scaffolding Activities for the Extended Indicator

☐ Use affixes and roots to determine the meaning of words.

- Prior to the lesson, choose [commonly occurring affixes](#) for the students to focus on. Write these affixes on the board or a piece of paper for the students to see.
- Read the affixes to the students, and give them a familiar word that has an affix. For example, when teaching the prefix *mid-*, give the students a familiar word such as *midnight*. Ask the students to define or explain what the word *midnight* means.

midnight is really late during the night.

- Next, highlight or underline the prefix *mid-*. Tell the students that this word can be separated into two parts: the prefix and the root. Use the students' definition of *midnight* to show the meanings of the different parts of the word. Explain to the students that the prefix *mid-* means "middle."

midnight

"Mid-" means middle.





Midnight means middle of the night.

LA 6.V.1 Vocabulary

- Give the students other words with the prefix *mid-*. Highlight or underline the prefix, and assist the students in defining the root. Then, add the prefix, and ask the students to define the entire word. The vocabulary words can be put into sentences and/or visuals added to further assist in comprehension.

midday = middle of the day

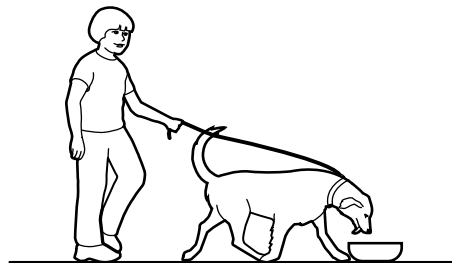
Javon eats lunch midday at school, so he needs a snack when he gets home.

Class Schedule				
10:00	11:00	12:00	1:00	2:00
reading 	recess 	lunch 	math $3 + 3 = 6$	music 



midway = middle of the way or halfway

When I take our dog for a walk, I always stop midway to give him a drink of water.



midfield = middle of the field

Sarah kicks the soccer ball from midfield.



- Repeat this lesson using different affixes and roots. The vocabulary words also may be put into sentences for better comprehension.

LA 6.V.1 Vocabulary

Prerequisite Extended Skills

Recognize affixes and roots.

Make connections between vocabulary words and pictures.

Key Terms

affixes, roots, vocabulary words

Additional Resources or Links

List of common affixes sorted by grade:

<https://dcps.duvalschools.org/cms/lib07affixesandrootsbygradelevel.pdf>

English Language Arts—Grade 6

Vocabulary

LA 6.V.2 Vocabulary

LA 6.V.2.a Context and Connotation

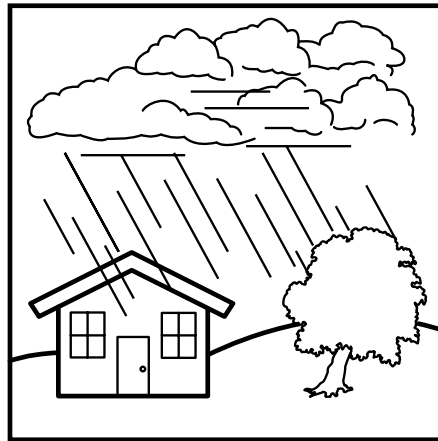
Interpret figures of speech (e.g., literary, biblical, or mythological allusions) in context.

Extended: Use text and/or illustrations to determine the meaning of figurative language (e.g., alliteration, onomatopoeia, similes, metaphors).

Scaffolding Activities for the Extended Indicator

☐ Use text and/or illustrations to determine the meanings of metaphors.

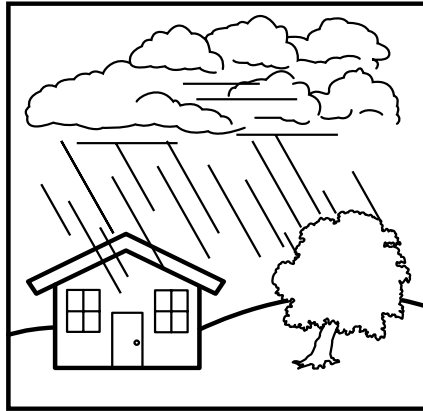
- Tell the students they will be learning about metaphors. Define *metaphor* as “a word or phrase that compares two things that are different.” Metaphors are used to make writing more interesting.
- Read simple sentences to the students. Ask them to draw or identify a picture that matches the sentence.



It is raining a lot outside.

LA 6.V.2 Vocabulary

- Tell the students they can use a metaphor to make the sentence more interesting. Change the sentence to include a metaphor, and write the new sentence on the board. Use a picture or illustration that matches the sentence.



It is raining cats and dogs outside.

- Ask the students to compare the two sentences. Ask them, “Is it really raining cats and dogs outside?” The students can use the pictures to respond. They might respond by saying, “No, it is not raining cats and dogs, but it is raining hard.” Tell the students that a metaphor for “raining a lot” is “raining cats and dogs.” Underline those phrases in the sentences.
- Give the students other simple sentences that do not include a metaphor and then a matching metaphor. Read each one, and assist the students in locating the metaphors. Pair the sentences with pictures or illustrations to enhance understanding for the students.

I am so nervous to talk in front of the class. I have butterflies in my stomach!

*We were so excited when our teacher told us there was no homework tonight.
That news was music to our ears!*

Marcy doesn't like heights. She's such a chicken that she won't even climb a ladder.

Prerequisite Extended Skills

Recognize that words can have multiple meanings.

Key Terms

alliteration, determine, figurative language, illustration, meaning, metaphor, onomatopoeia, simile, text

Additional Resources or Links

Resource for teaching similes and metaphors:

<https://teacherblog.evan-moor.com/2018/10/15/how-to-teach-figurative-language>

Resource for teaching figurative language:

<https://enjoy-teaching.com/teaching-figurative-language/>

English Language Arts—Grade 6

Vocabulary

LA 6.V.2 Vocabulary

LA 6.V.2.c Context and Connotation

Distinguish between the connotations of words with similar denotations (e.g., economical, thrifty).

Extended: Identify commonly occurring synonyms, antonyms, and homographs.

Scaffolding Activities for the Extended Indicator

☐ Identify commonly occurring synonyms.

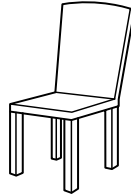
- Create a word list on the wall, board, or other space that is easily accessible to the students. Use words that have common synonyms (e.g., *big*, *smile*, *shout*). After reading the words to the students, give the students word cards with synonyms of the initial words on them (e.g., *large*, *grin*, *yell*). Have the students place each synonym next to the correct initial word.
- Tell the students that these pairings are examples of synonyms. *Synonyms* are “words that mean the same thing.” Read each pairing of words again. Picture cards may be used in place of word cards or in conjunction with them.
- Create a new word card that the students can easily manipulate. Show the word card to the students and explain what it says. In this example, the word card says *massive*. Then, either use a hand-over-hand technique to pretend to write the word in the air with exaggerated letters or use another method that helps the student identify that you are using huge letters to create the vocabulary word *massive*.

This word is massive. Massive means “really large or big.”

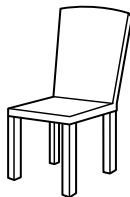
massive

LA 6.V.2 Vocabulary

- Next, show the students a picture of a very large chair and two other pictures—one of a large chair and one of a small chair. Ask the students to identify which picture shows the meaning of a synonym of *massive*—the picture of the other large chair or the picture of the small chair. Repeat this activity with other objects that could show the meaning of synonyms of *massive*.



massive chair

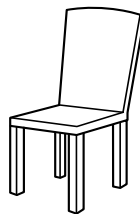


large chair



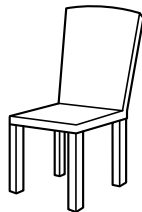
tiny chair

- This lesson can be extended to include antonyms. Explain to the students what antonyms are (words that have opposite meanings), and have them choose which picture shows the meaning of an antonym of *massive*. Create a T-chart or another [graphic organizer](#) the students are familiar with, and place each picture in the correct space on the chart.



massive chair

synonym



large chair

antonym



tiny chair

LA 6.V.2 Vocabulary

Prerequisite Extended Skills

Understand how to compare and contrast two different things.

Understand the concepts of *similar* (or *same*) and *different*.

Understand and use adjectives to describe things.

Key Terms

antonym, homograph, identify, synonym

Additional Resources or Links

Common vocabulary words for students in 1st through 12th grade:

<https://www.greatschools.org/vocabulary-words-for-1st-through-12th-graders/>

Resource for graphic organizers:

<https://iris.peabody.vanderbilt.edu/module/ss2/cresource/q1/p02/>

English Language Arts—Grade 6

Writing

LA 6.W.1 Writing

LA 6.W.1.a Production of Writing

Apply knowledge of rules for capitalization.

Extended: Capitalize proper nouns in simple sentences.

Scaffolding Activities for the Extended Indicator

❑ Capitalize proper nouns in sentences.

- Give the students sentences that include proper nouns. If possible, use only one sentence that has the initial word as a proper noun so the students can see that there are other words that may be capitalized other than the initial word in a sentence. Highlight or bold the initial letter of each proper noun.

*The **U**niversity of **N**ebraska has a very good football team.*

*The students took a field trip to **O**maha.*

***A**licia and her family went to the movies.*

- Ask the students if they know why the letters are highlighted or bolded. Explain to the students that some words, like specific names, places, and titles, are capitalized. These are called “proper nouns.” Point out each word in the sentences that is a proper noun. As you read them, point out which ones are names and which ones are specific places so the students can see both of these kinds of proper nouns.
- Use a T-chart or another familiar graphic organizer to create a list of common proper nouns and regular nouns. Highlight or bold the initial letters in the proper nouns. Discuss why the words in the proper noun list are capitalized and why the words in the regular noun list are not capitalized. For better understanding, use words that could be proper nouns or regular nouns to enhance the students’ understanding that proper nouns are specific names, places, and titles.

proper noun	regular noun
S am	girl
A merica	country
B atman	superhero

LA 6.W.1 Writing

- Give the students simple sentences that have a proper noun and a regular noun(s). Do not capitalize the proper noun(s). Ask the students to identify the word(s) in each sentence that is not correctly capitalized. Use capital letter stamps or letter tiles to correctly capitalize the proper nouns.

Prerequisite Extended Skills

Recognize capital and lowercase letters.

Identify nouns in sentences.

Recognize proper nouns.

Key Terms

capitalize, proper noun, simple sentence

Additional Resources or Links

Activities for teaching proper and common nouns:

<https://elaskillbuilder.com/5-fun-activities-for-proper-and-common-nouns/>

Strategies for correcting capitalization mistakes:

<https://www.theedadvocate.org/15-strategies-to-help-students>

English Language Arts—Grade 6

Writing

LA 6.W.1.b Writing

LA 6.W.1.b Production of Writing

Use punctuation (e.g., commas, parentheses, dashes) to set off non-restrictive clauses.

Extended: Use ending punctuation (limited to a period, question mark, and exclamation point) and commas in a series (limited to three items).

Scaffolding Activities for the Extended Indicator

☐ Use ending punctuation.

- Review ending punctuation with the students. Remind them that a question mark is used when a question is being asked, an exclamation point is used when the sentence shows a strong feeling like excitement, and a period is used when the sentence is a statement. Read various sentences to the students, using different inflections in your voice that align with the punctuation marks being used. Point out the punctuation mark when each sentence is read.

What is your name? (questioning voice)

I can't believe I won the game! How exciting! (excited voice)

Susie's house is blue. (calm, even voice)

- Reread the sentences to the students, using incorrect punctuation and corresponding inflections in your voice. Ask the students whether they can hear the difference and what makes each punctuation mark incorrect.

What is your name. (calm, even voice)

I can't believe I won the game? How exciting? (questioning voice)

Susie's house is blue! (excited voice)

- Next, give the students various sentences with different punctuation marks: some that are correct and some that are incorrect. Read the sentences to the students, using the inflection that matches each punctuation mark. Ask the students to correct any sentences that use wrong punctuation.

I went to the store. (calm, even voice)

I woke up this morning? (questioning voice)

I ate breakfast yesterday! (excited voice)

❑ Use commas in a series.

- Explain to the students that some sentences have punctuation marks within the sentence and not only at the end of the sentence. Tell the students that they will be learning about commas in this lesson. Explain that commas are used when the writer or speaker needs to pause between ideas. This assists the reader or listener in understanding what is being said. Commas also are used in lists.
- Show the students sentences that include lists of things. Bold or highlight the commas used in the lists. First, read the sentences as if there were no commas, and then read the list and make an exaggerated pause after each comma. Point to each comma when you get to it. Ask the students which way of reading the sentences makes more sense.

I need to buy eggs, milk, and bread.

Martin's favorite school subjects are reading, math, and music.

Theresa likes to swim, eat outside, and ride her bike during the summer.

- Give the students various sentences that include lists, and ask them to add commas in the correct places in the sentences.

Prerequisite Extended Skills

Recognize punctuation marks.

Understand sentences.

Key Terms

comma, ending punctuation, exclamation point, items, period, punctuation mark, question mark, sentence, series

Additional Resources or Links

Resource for teaching comma use to secondary students:

<https://languageartsclassroom.com/teaching-commas-grammar-lesson-plan/>

Activities for teaching comma rules:

<https://prestoplans.com/creative-activities-for-teaching-comma-rules-in-ela/>

Guide to teaching punctuation rules:

<https://literacyideas.com/punctuation/>

English Language Arts—Grade 6

Writing

LA 6.W.3 Writing

LA 6.W.3.d Modes of Writing

Use precise words and phrases, descriptive/sensory details, and figurative language to express personal or narrative voice.

Extended: Use precise words, phrases, and descriptive details to describe experiences and events.

Scaffolding Activities for the Extended Indicator

☐ Use precise words, phrases, and descriptive details to describe experiences and events.

- Ask the students to tell a story about something they like to do. This activity could be something that the students like to do at school or at home. If the students have trouble choosing an activity, give them a choice between two things that they do or experience on a regular basis, such as riding the school bus or hanging out with friends. Record what the students say in whatever medium is the easiest to use (e.g., voice recording, writing, typing).
- Next, tell the students about something you like to do. Keep the story very simple, and do not use many details. The story should be no more than three sentences long.

I like to cook. Cooking is fun. My favorite thing to cook is vegetables.

- Write your story on the board or another place that is easily accessible to the students. Tell the students to ask you questions about your story. If this is a difficult task for the students to do, guide them toward simple questions or use premade question cards that the students can choose from. The questions should be ones that could help provide more detail and description for your story.

What do you like to cook? I like to cook dinner for my family. My favorite vegetables are carrots and green beans.

Where do you cook? I cook in my kitchen at home.

When do you cook? I cook dinner every night.

- Using the new details, rewrite your story for the students. Use as many descriptive details as possible.

I like to cook dinner for my family. I cook dinner every night. My favorite vegetables are carrots and green beans. I like to put salt and pepper on the vegetables before I eat them. My family loves when I cook!

LA 6.W.3 Writing

- Compare the first story with the second story by reading both stories to the students. Ask the students which story is more interesting and provides more details. Explain that both stories are about cooking, but the second story is more interesting and gives more information. Tell the students that when writing stories, it is important to use interesting details.
- Show the students the original stories they provided. Reread the stories and then ask the students to add more information to their stories to make them more interesting. Brainstorm descriptive words that the students could use in their stories.
- These stories also could be tied to an art lesson for better comprehension. Ask the students to draw a picture of their original story. After they have added more details to their story, ask them to revisit the picture and add the new details to the picture. This visual may help the students understand the idea of descriptive details in a more tangible way.

Prerequisite Extended Skills

Tell and retell a story.

Understand descriptive words and adjectives.

Key Terms

describe, descriptive detail, experiences, events, phrase, precise word

Additional Resources or Links

Descriptive writing lessons:

https://www.readingrockets.org/strategies/descriptive_writing

Module on creating writing lessons for students with significant disabilities:

[https://mast.ecu.edu/English%20and%20Language%20Arts/Creating%20Writing%20Opportunities%20\(Students%20with%20Significant%20Intellectual%20Disabilities\)/index.html](https://mast.ecu.edu/English%20and%20Language%20Arts/Creating%20Writing%20Opportunities%20(Students%20with%20Significant%20Intellectual%20Disabilities)/index.html)

Instructions for creating an adapted writing utensil:

<https://www.instructables.com/Adapted-PenMarker-Holder/>

English Language Arts—Grade 6

Writing

LA 6.W.4 Writing

LA 6.W.4.b Modes of Writing

Use relevant evidence from two or more credible sources.

Extended: Identify evidence that answers a question about a given topic.

Scaffolding Activities for the Extended Indicator

☐ Identify evidence that answers a question about a topic.

- Select a newspaper or magazine article on a current event, and read the article to the students. Then, ask them what the topic of the article is. For example, read a newspaper article about the World Cup, and ask the students to identify the topic of the article. For this example, either “soccer” or “the World Cup” would be acceptable answers.

The World Cup

The World Cup is a tournament for soccer teams around the world. The World Cup began in 1930. It occurs every four years. In 2026, the World Cup will be held in cities in Canada, Mexico, and the United States. In 2022, the World Cup was in Qatar. 32 soccer teams from around the world compete to win the World Cup. The United States has never won the World Cup, but Brazil has won it 5 times. For many years, there was no global soccer tournament for women. However, in 1991, the first Women’s World Cup was held. It also occurs every four years. The United States has won the Women’s World Cup 4 times.

- Once the students have identified the topic of the article, ask them a question about the article, such as “What sport is played in the World Cup?” The answer to the question should be directly found in the article itself. Tell the students that they do not need to answer the question immediately, but instead they will look for evidence or ideas in the article that help answer the question. If necessary, define the word *evidence* for the students. Tell the students that the word *evidence* means “facts or information that supports an idea.”
- Model locating information within the article by highlighting or underlining the words, phrases, or sentences that could be evidence that helps answer the question.

The World Cup

The World Cup is a tournament for soccer teams around the world. The World Cup began in 1930. It occurs every four years. In 2026, the World Cup will be held in cities in Canada, Mexico, and the United States. In 2022, the World Cup was in Qatar. 32 soccer teams from around the world compete to win the World Cup. The United States has never won the World Cup, but Brazil has won it 5 times. For many years, there was no global soccer tournament for women. However, in 1991, the first Women’s World Cup was held. It also occurs every four years. The United States has won the Women’s World Cup 4 times.

LA 6.W.4 Writing

- Next, ask the question again. This time, allow the students to answer the question or guide them toward the correct answer. Point to the information that was underlined in the article, and discuss why those sentences and phrases were chosen as evidence. Explain again to the students that evidence helps support an idea. In this case, the evidence helps the reader answer questions about the article.

Prerequisite Extended Skills

Understand the main idea of a text.

Understand that key details and the main idea of a text are related.

Understand how to answer questions.

Key Terms

answers, evidence, identify, question, topic

Additional Resources or Links

Informational links about the World Cup:

<https://kids.britannica.com/kids/article/World-Cup/390872>

https://kids.kiddle.co/FIFA_World_Cup

Lesson plans on using relevant evidence in writing:

<https://www.facinghistory.org/en-gb/resource-library/relevant-or-not>

<https://www.education.com/lesson-plan/el-support-lesson-prove-it-with-evidence/>

Informational links about text analysis:

<https://kidskonnect.com/worksheets/text-analysis/>

<https://jenniferfindley.com/text-evidence/>

English Language Arts—Grade 6

Writing

LA 6.W.4 Writing

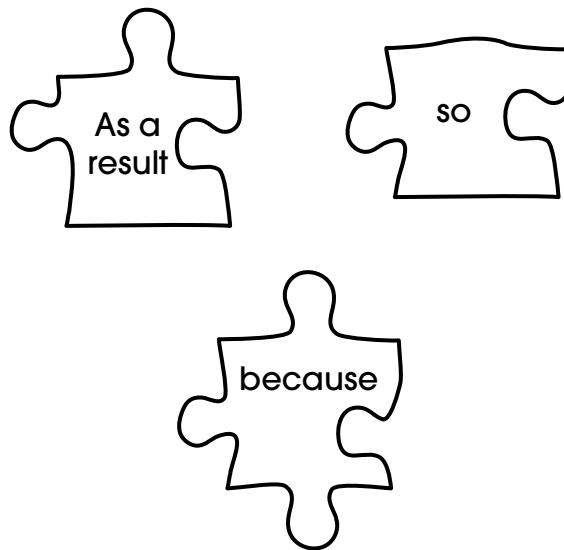
LA 6.W.4.c Modes of Writing

Use words, phrases, and key vocabulary to clarify the relationship between claim(s) and supporting evidence.

Extended: Identify a word or phrase that shows a connection between a claim and supporting evidence (e.g., because, as a result, so, this means).

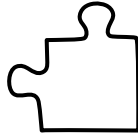
Scaffolding Activities for the Extended Indicator

- ☐ **Identify a word or phrase that shows a connection between a claim and supporting evidence.**
 - Using precut puzzle pieces with connecting words or phrases on them, read the words or phrases and place them on the board. Explain that these are examples of connecting words or phrases.

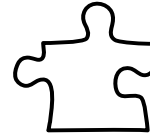


LA 6.W.4 Writing

- Write sentences or paragraphs that include these words or phrases on sentence strips. Add the correct puzzle piece in the proper place in each sentence or paragraph. Read each sentence or paragraph to the students.



*I think middle school can be hard, **so** it is nice there are a lot of teachers that can help students with their homework.*



*Everyone thought it was too cold to go outside today; **as a result**, the sledding party has been canceled.*

- Review what a claim is with the students. Explain that a claim is an opinion on something and not a fact. Point to the beginning of each sentence or paragraph, and explain to the students that that is a claim. For example, not everyone likes chocolate milk, thinks middle school is hard, or believes that it is too cold to go outside on a given day. Those statements are clearly opinions made by the speaker.
- Explain that while claims are not facts, when making a claim, it is important to also present evidence that supports the claim. Providing evidence makes a claim stronger. Point to the second part of each sentence or paragraph. Tell the students that each one is supporting evidence for the claim. For example, the speaker thinks everyone should drink chocolate milk (claim) because it has the best flavor (evidence).
- Next, point to the words or phrases in bold. Explain that these words or phrases create a connection between the claim and the evidence. Combining the claim and evidence is necessary in writing reports. Read each sentence or paragraph to the students and explain that the evidence should always follow the claim.
- Add a claim to each connecting word or phrase in the original list. Then, give each student a piece of supporting evidence. Ask the students to place the supporting evidence they have next to the correct claim and connecting word or phrase. Read the sentences or paragraphs to the students and edit as needed.

Recycling is important because it helps save the environment.

Cellphones should not be allowed in class because they are a problem in class.

I think my bus stop is very far from my house. As a result, my mom drives me to school instead.

Prerequisite Extended Skills

Identify a claim.

Identify evidence for a claim.

Identify the difference between facts and opinions.

Key Terms

as a result, because, claim, connection, identify, phrase, so, supporting evidence, this means, word

Additional Resources or Links

List of transition words and phrases:

https://www.wisewire.com/wp-content/uploads/items/53137/Demo_pdf

Supporting claims with evidence activities:

<https://www.thecurriculumcorner.com/thecurriculumcorner123/teaching-kids-to-support-claims-with-evidence/>

Resource for claims and evidence worksheets:

<https://www.liveworksheets.com/ei1300927io>

English Language Arts—Grade 6

Writing

LA 6.W.6 Writing

LA 6.W.6.b Modes of Writing

Locate and evaluate credibility of evidence (e.g., motivation and/or potential bias of an information product) from print and digital sources to generate and answer questions and create new understandings.

Extended: Identify credible print and digital sources of information to research a topic.

Scaffolding Activities for the Extended Indicator

☐ Identify credible print and digital sources of information to research a topic.

- Give the students a writing topic for a research report, such as “animals that live in the jungle.” Discuss the writing topic with the students and create a [K-W-L chart](#) with their ideas.

What I Know	What I Want to Know	What I Learned

- Tell the students that they will be selecting from different types of sources of information to answer the questions they have about the writing topic. Show the students different types of sources. Some sources should pertain to the students’ questions, and others should not. For example, show the students a website with facts about jungle animals, and show the students a flyer about a field trip to the zoo. Ask the students which source they can use to find the type of information needed to answer their questions from the K-W-L chart.
- Next, tell the students that they also need to look for credible sources when writing reports. Define a *credible source* as “a source that provides facts and is true.” Explain that there are sources that may answer their questions but that are not credible and cannot be used.
- Then, give the students a credible source and a source that is not credible. For example, give the students a textbook about jungle animals and a blog about a person’s experience seeing jungle animals. Look at both sources, and ask the students which one is credible. Remind the students that they are looking for sources that provide facts and not sources that focus on opinions or experiences. Guide the students toward the correct answer if necessary.

Prerequisite Extended Skills

Understand how to use sources to find information.

Recognize the difference between facts and opinions.

Key Terms

credible, digital source, identify, information, print source, research, topic

Additional Resources or Links

Resource for a printable K-W-L chart:

<https://www.readwritethink.org/classroom-resources/printouts/chart-0>

Article about teaching students to find credible online sources:

<https://blog.edmentum.com/5-tips-helping-students-all-ages-find-credible-sources>

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Alternate English Language Arts
Instructional Supports
for
NSCAS English Language Arts Extended Indicators
Grade 6



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